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UNIT INTRODUCTION SE pp 250-257		SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr. SE pp 260- 264	SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr. SE pp 261-265	SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr. SE pp 266-267
Unit Goals Students will deepen their understanding of survival by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary disrupt, coherent, notation, aggregate, express Launch Text Students will read "1963: The Year That Changed Everything". They will then be able to the question: How does the writer help the reader understand the importance of these events? Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. Launch Activity Students participate in an activity related to the unit theme. QuickWrite		MAKING MEANING Concept Vocabulary prosperity; hallowed; tribulations; redemptive; oppression; exalted First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction Read the Selection  Selection Audio  I Have a Dream: Accessible Leveled Text STANDARDS RI.9-10.10	MAKING MEANING Read the Selection Comprehension Check Students complete comprehension questions. Research to Clarify Students research one unfamiliar detail from the text. STANDARDS RI.9-10.10; PI.5	MAKING MEANING Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze Craft & Structure Argument Students will discuss rhetorical devices used in the speech.  Analyze Craft and Structure: Argument STANDARDS RI.9-10.1; RI.9-10.6; RI.9-10.9








<p>Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p>				
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DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
<p>SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr.</p> <p>SE pp 268-269</p>	<p>SELECTION Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr.</p> <p>SE pp 270-287</p>	<p>SELECTION Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr.</p> <p>SE pp 288-289</p>	<p>SELECTION Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr.</p> <p>SE pp 290-291</p>	<p>SELECTION Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr.</p> <p>SE pp 292-293</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: prosperity; hallowed; tribulations; redemptive; oppression; exalted</p> <p>Word Study: Patterns of Word Changes Students complete activities adding <i>-tion</i> to verbs  Concept Vocabulary and Word Study</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Parallel Structure Students complete activities locating elements of parallel structure  Conventions: Parallel Structure</p> <p>STANDARDS L.9-10.1; L.9-10.1.a; L.9-10.2.c; L.9-10.4.b</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary idly; postpone; stagnation; complacency; yearning; languished</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction</p> <p>Read the Selection  Selection Audio  Letter From Birmingham Jail: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose item from text that interests them and formulate research question.</p> <p>STANDARDS</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Argument Students will record examine rhetorical devices.  Analyze Craft and Structure: Argument</p> <p>STANDARDS RI.9-10.1; RI.9-10.3; RI.9-10.9</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: idly; postpone; stagnation; complacency; yearning; languished</p> <p>Word Study: Latin Root -plac- Students complete activities related to the Latin Root <i>-plac-</i>  Concept Vocabulary and Word Study</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Relative Clauses Students complete activities marking relative clauses and relative pronouns.  Conventions: Relative Clauses</p> <p>STANDARDS L.9-10.1.b; L.9-10.4.b; L.9-10.5</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare Comparison-and-contrast Essay Students write an essay comparing Dr. King's two speeches.  Writing to Compare: Compare-and Contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS W.9-10.2; W.9-10.4; W.9-10.9.b</p>




	RI.9-10.10			
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DAY 10	DAY 11	DAY 12	DAY 13	DAY 14
<p>SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy</p> <p>SE pp 294-295</p>	<p>SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy</p> <p>SE p 296</p>	<p>SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy</p> <p>SE p 297</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 298-300</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 301-303</p>
<p>MAKING MEANING</p> <p>Media Vocabulary oratory; delivery; gesture; cadence</p> <p> Media Vocabulary</p> <p>First Review Students Listen, Note, Connect, Respond as they listen to the broadcast</p> <p> First Review Guide: Media Video</p> <p>Listen to the Selection</p> <p> Selection Audio</p> <p>  Remarks on the Assassination of Martin Luther King, Jr.</p> <p>STANDARDS RI.9-10.10</p>	<p>EFFECTIVE EXPRESSION</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will watch the video again and write down new observations.</p> <p>Analyze the Media Students will respond to questions about the speech.</p> <p>STANDARDS SL.9-10.3</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Newspaper Report Students write a news report about Robert Kennedy's speech.</p> <p> Writing to Sources: Newspaper Report</p> <p>Speaking and Listening: Newscast Students adapt their newspaper report to a newscast</p> <p> Speaking and Listening: Newscast</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS W.9-10.2.b; W.9-10.2.e; SL.9-10.4; SL.9-10.4.a</p>	<p>PERFORMANCE TASK</p> <p>Write an Informative Essay Students conduct research to answer the question: How did the selections in this section affect those who first heard them or read them?</p> <p>PreWriting/Planning Students focus their research and evaluate sources.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.2.a-f; W.9-10.7; W.9-10.8; W.9-10.10</p>	<p>LANGUAGE DEVELOPMENT: AUTHOR'S STYLE</p> <p>Create Cohesion: Integrate Different Types of Information Students choose from direct quotations, paraphrases, or summaries to bolster their point.</p> <p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their argument and share in small groups.</p> <p>Reflecting Students reflect on their informative essays.</p> <p>STANDARDS W.9-10.2.c-f; W.9-10.8; L.9-10.3.a</p>

DAY 15	DAY 16	DAY 17	DAY 18	DAY 19
<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 301-303</p>	<p>SELECTION Remembering Civil Rights History, When “Words Meant Everything” Jeffrey Brown</p> <p>SE pp 308-311</p>	<p>SELECTION For My People Margaret Walker</p> <p>Incident Natasha Trethewey</p> <p>SE pp 312-318</p>	<p>SELECTION For My People Margaret Walker</p> <p>Incident Natasha Trethewey</p> <p>SE pp 318-321</p>	<p>SELECTION Lessons of Dr. Martin Luther King, Jr. Cesar Chavez</p> <p>SE pp 322-330</p>
<p>LANGUAGE DEVELOPMENT: AUTHOR’S STYLE</p> <p>Create Cohesion: Integrate Different Types of Information Students choose from direct quotations, paraphrases, or summaries to bolster their point.</p> <p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their argument and share in small groups.</p> <p>Reflecting Students reflect on their informative essays.</p> <p>STANDARDS W.9-10.2.c-f; W.9-10.8; L.9-10.3.a</p>	<p>MAKING MEANING</p> <p>Media Vocabulary point of view; primary source; eyewitness; secondary source  Media Vocabulary</p> <p>First Review Students Watch, Note, Connect, Respond as they study the images.  First Review Guide: Media-Video</p> <p>View the Selection  Selection Audio   Remembering Civil Rights History, When “Words Meant Everything”</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will listen to the newscast again and write down new observations.</p> <p>Analyze the Media Students will respond to questions about the images.  Analyze the Media</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary bewildered; blundering; trembling</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Poetry</p> <p>Read the Selection  Selection Audio  For My People/Incident: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.  For My People/Incident: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: bewildered; blundering; trembling</p> <p>Word Study Latin Root: -trem-  Concept Vocabulary and Word Study</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Poetic Structure Students will analyze basic types of stanzas.  Analyze Craft and Structure: Poetic Structures</p> <p>Author’s Style: Punctuation Students analyze commas, semicolons, and dashes.  Author’s Style: Punctuation</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary activist; radical; advocating</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction</p> <p>Read the Selection  Selection Audio  Lessons of Dr. Martin Luther King, Jr.: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>Close Read the Text</p>

	<p>EFFECTIVE EXPRESSION</p> <p>Research Students research and write a report about events from the Civil Rights era.  Research: Report</p> <p>Writing to Sources: Short Essay Students write an essay about “sacred language” and how it affects people.  Writing to Sources: Short Essay</p> <p>STANDARDS RI.9-10.10; SL.9-10.2; W.9-10.7</p>	<p>close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.  Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4.a</p>	<p> Author’s Style: Punctuation (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Multimedia presentation Students create a multimedia presentation from a selection of poems.  Speaking and Listening: Multimedia presentation</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.5; SL.9-10.4.b; SL.9-10.5; SL.9-10.6; L.9-10.2; L.9-10.2.a; L.9-10.4.b; L.9-10.4.c</p>	<p>Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RI.9-10.10: L.9-10.4.a</p>
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DAY 20	DAY 21	DAY 22	DAY 23	DAY 24
<p>SELECTION Lessons of Dr. Martin Luther King, Jr. Cesar Chavez</p> <p>SE pp 330-331</p>	<p>SELECTION Lessons of Dr. Martin Luther King, Jr. Cesar Chavez</p> <p>SE pp 332-333</p>	<p>SELECTION Traveling Grace Paley</p> <p>SE pp 334-340</p>	<p>SELECTION Traveling Grace Paley</p> <p>SE pp 340-343</p>	<p>PERFORMANCE TASK: Speaking and Listening Focus Multimedia Presentation</p> <p>SE p 344</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: activist; radical; advocating</p> <p>Word Study: Latin root: -voc-  Concept Vocabulary and Word Study</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Development of Ideas Students identify cause and effects.  Analyze Craft and Structure: Development of Ideas</p> <p>STANDARDS RI.9-10.3; I.9-10.4.b</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Cohesion and Clarity Students locate transitional words and phrases.  Author's Style: Transitions</p> <p>Research: Team Report Students write a team report.  Research: Team Report</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS W.9-10.2.c; W.9-10.7; L.9-10.2.a</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary absolute; sheer; adamant</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction</p> <p>Read the Selection  Selection Audio  Traveling: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>Close Read the Text</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: absolute; sheer; adamant</p> <p>Word Study: Etymology  Concept Vocabulary and Word Study</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Choices: Point of View and Structure Students will analyze author's perspective in the reading.  Analyze Craft and Structure: Author's Choices: Point of View and Structure</p> <p>Author's Style: Punctuation Students cite examples of dialogue from the reading.  Author's Style: Punctuation</p>	<p>PERFORMANCE TASK</p> <p>Develop a Multimedia Presentation As a group, students develop a multimedia presentation on why some words and actions produce change.</p> <p>Plan with Your Group Students analyze the text, gather evidence and media examples, and organize ideas for the podcast</p> <p>STANDARDS SL.9-10.4</p>

		<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10: L.9-10.4.a; L.9-10.4.d</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Debate Students debate a question raised by Paley’s memoir.</p> <p> Speaking and Listening: Debate</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.3; RI.9-10.5; SL.9-10.1.c; L.9-10.4.b</p>	
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DAY 25		DAY 26	DAY 27	DAY 28
<p>PERFORMANCE TASK: Speaking and Listening Focus Present an Argument</p> <p>SE p 345</p>		<p>INDEPENDENT LEARNING</p> <p>SE pp 348-350</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 351-353</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 354-355</p>
<p>PERFORMANCE TASK</p> <p>Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.5; SL.9-10.6</p>		<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First Read Guide</p> <p>Close-Read Guide  Close Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Informative Essay Students evaluate the strength of their evidence.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Informative Essay Students will write an informative essay explaining how words have the power to provoke, calm, or inspire.</p> <p>Informative Text Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.2; W.9-10.2.a; W.9-10.2.b; W.9-10.8; W.9-10.9; W.9-10.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Multimedia presentation Students plan and present a brief three- to five-minute multimedia presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p>STANDARDS SL.9-10.4; SL.9-10.5; SL.9-10.6</p>

		<p>understanding of American identity.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p>		
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